EC Complete Primary PSHE

How does our curriculum compare to the new Statutory Guidance?

Contents

1. Developing a curriculum P 3
2. Curriculum Content - Relationships education P 4-6
3. Curriculum Content – Sex Education P 7
4. Relationships audit P 8-23
5. Curriculum Content – Health and wellbeing P 24
6. Health and wellbeing audit P 25-41

Developing a curriculum, choosing resources and working with external agencies (P32)

Schools have significant freedom to implement this guidance in the context of a broad and balanced curriculum. (Paragraph 49)	Our PSHE curriculum is implemented within the context of a broad and balanced whole-school curriculum. It allows for flexibility in delivery across different schools, while ensuring that all statutory content is covered through a wider programme of Personal, Social, Health and Economic (PSHE) education.
A school's curriculum should be in line with the needs of pupils. Effective, high-quality teaching will break down core knowledge and skills into manageable and well-sequenced units, including opportunities for pupils to practise skills so that they will be confident to use them in real-life situations. (Paragraph 50)	Our PSHE curriculum is designed to meet the needs of pupils by breaking down core content into manageable, well-sequenced units. Each unit includes structured opportunities for pupils to practise key skills through role play, debates, and case study discussions, helping to build confidence in applying learning to real-life situations.
The curriculum should build knowledge and skills sequentially, with regular feedback provided on pupil progress. (Paragraph 50)	Our PSHE programme follows a spiral curriculum, building on knowledge and skills progressively year-on-year. Assessment for learning opportunities are embedded throughout, enabling teachers to give regular feedback on pupil understanding and development.
Lessons should ensure that all pupils are challenged, and assessments should identify where pupils need extra support or intervention. (Paragraph 50)	Our PSHE curriculum incorporates adaptive teaching strategies, offering scaffolded but challenging activities suitable for a range of abilities. Optional pre- and post-unit assessments support teachers in tracking pupil progress and identifying where additional support or intervention may be required.
It is ultimately the school's responsibility to ensure resources and teaching materials are appropriate for the age and maturity of pupils, are accessible for all pupils, including those with SEND, fit with their planned programme and policy, and are sensitive to pupils' needs. (Paragraph 53)	Our PSHE curriculum is provided in an editable format, enabling individual schools to adapt materials to suit the age, maturity and specific needs of their pupils. While the curriculum includes scaffolded resources designed with accessibility in mind - including support for pupils with SEND - schools are encouraged to make further adaptations to ensure full alignment with their local context, policies, and pupil cohort. This approach allows each school to deliver a programme that is bespoke, inclusive, and responsive to the needs of all learners.

Curriculum Content - Relationships education (Primary) Page 7

Schools should be sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Teaching should illustrate a wide range of family structures in a positive way, and care should be taken to ensure that children are not stigmatised based on their home circumstances. (Paragraph 26)	Our PSHE curriculum includes positive representation of a wide range of family structures. Teaching on family diversity begins in Reception and is revisited regularly throughout the curriculum up to Year 6. Lessons are designed to ensure that no particular family type is promoted; instead, the curriculum reflects and celebrates diversity by including examples such as single-parent families, same-sex parents, blended families, foster and adoptive families, and extended family carers. This approach helps pupils understand and respect different family circumstances, while avoiding stigma or exclusion.
Primary relationships education should be anchored in an understanding of positive relationships, but should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. (Paragraph 27)	Our PSHE curriculum includes dedicated lessons on positive relationships with friends, family members and trusted adults. Alongside this, the curriculum ensures that pupils are equipped with the knowledge and skills to identify and report risks and abuse in both real-world and online contexts. Scenarios, discussion prompts, and age-appropriate activities help pupils learn how to keep themselves and others safe.
This can be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. (Paragraph 27)	Our PSHE curriculum introduces the concept of bodily autonomy and safe/unsafe touch from Reception, with regular revisiting throughout Key Stages 1 and 2. Teaching on personal boundaries, privacy and rights is age-appropriate and builds year-on-year. In later primary years, this includes more complex discussions around topics such as online predators and domestic abuse, helping pupils recognise emotional, physical, and sexual abuse in an accessible and sensitive manner.
Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right. In addition, pupils should understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation. (Paragraph 27)	Our curriculum provides schools with age-appropriate resources to teach the correct names for private body parts from Reception onwards. This language is built upon each year to support early disclosure and help children articulate concerns if abuse occurs. Lessons also address bullying in all its forms, with specific coverage of prejudice-based bullying and hate-related incidents, including the use of derogatory terms related to sex, race, disability and sexual orientation.

Curriculum Content - Relationships education (Primary) Page 7-8

Primary children should be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. (Paragraph 29)	Our PSHE curriculum is designed to introduce protective and preventative content in an age-appropriate and non-alarming manner. All case studies are carefully written to provide emotional safety and appropriate distance from the scenarios discussed. Books, storytelling, and discussion-based tasks are used to explore themes sensitively, without graphic detail or content that could be triggering or inadvertently normalise risk-taking behaviours.
For example, in late primary, schools may decide to discuss the pressure to share naked images if this is affecting pupils in the school. (Paragraph 29)	While the core curriculum addresses online safety and teaches pupils not to share images of themselves, it does not go into explicit detail regarding the sharing of nude images. This approach avoids unnecessary exposure to adult concepts, while giving schools the flexibility to adapt or extend the content if such issues are relevant to their specific context. Educators are supported in making well-judged amendments to address particular safeguarding concerns within their setting.
There may also be cases, such as when they know that pupils have seen pornography, in which schools may feel the need to discuss online sexual content. (Paragraph 29)	Our PSHE curriculum approaches this issue with caution and sensitivity. While the topic of adult-only content is addressed - particularly the message that such material can be harmful and is not suitable for children - the curriculum does not include explicit references to pornography. Where schools are aware that pupils have been exposed to such content, they are supported in making informed adaptations to the curriculum to address specific safeguarding needs within their context, while maintaining an age-appropriate and non-explicit approach.

Curriculum Content - Relationships education (Primary) Page 8

Teaching should be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion. Schools should also inform parents of any deviation from their published RSE policy in advance and share any relevant materials with them on request. (Paragraph 29)

Our curriculum materials are designed to be age-appropriate and inclusive of all pupils, regardless of their prior knowledge or experiences. In situations where schools choose to introduce content that goes beyond what is typically covered in the core PSHE programme - such as addressing current media figures or sensitive online content - guidance is given to ensure such topics are approached cautiously. For example, naming individuals like Andrew Tate is avoided to reduce the risk of unintentionally increasing curiosity or exposure. Schools are encouraged to inform parents in advance of any deviations from their published RSE policy and to share relevant teaching materials upon request.

Curriculum Content - Sex education (Primary) Page 11

Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. (Paragraph 30)	Our PSHE curriculum introduces non-compulsory sex education in Year 6, in line with Department for Education recommendations. In the spring term, pupils revisit the statutory science content on human reproduction first introduced in Year 5, which includes the roles of male and female gametes (sperm and egg) and the process of fertilisation. Building on this scientific foundation, the summer term includes a carefully structured, non-compulsory lesson that explores loving, adult relationships and natural conception in the context of creating new life. Parents are informed in advance and retain the right to withdraw their child from this specific sex education lesson.
The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. (Paragraph 30)	Our PSHE curriculum introduces the correct names for external body parts from Reception, with this knowledge revisited and built upon each year. Children are also taught about the human life cycle, with a focus on puberty as a key stage of development. The Year 6 – Puberty, Periods and the Human Life Cycle lesson provides age-appropriate, factual teaching about the physical and emotional changes that occur during adolescence.
Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum. (Paragraph 30)	

Relationships education: content to be covered by the end of primary (Pages 8-10)

Families and people who care for me

Curriculum content:	EC Scheme
1. That families are important for children growing up safe and happy because they can provide love, security and stability.	1. Year 5 Summer 2 – Loving Stable Families.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	2. Year 5 Summer 2 – Loving Stable Families. Year 3 Spring 1 – People Who Care for Me Year 1 Summer 1 – People Who Care for Me Year 1 Summer 1 – Family and Me
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	3. Year 6 Summer 2 – Family and Commitment Year 3 Spring 1 – Family and Me Year 1 Summer 1 – What Is a Family? Reception Spring 1 – My Family

Relationships education: content to be covered by the end of primary (Pages 8-10)

Families and people who care for me

Curriculum content:	EC Scheme
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	4. Year 5 Summer 2 – Loving Stable Families .
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	4. Year 6 Summer 2 – Family and Commitment Year 4 Summer 2 – Committed Relationships
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	6. Year 5 Summer 2 – Love and Abuse Year 5 Summer 2 - FGM Year 3 Spring 1 – People Who Care for Me

Relationships education: content to be covered by the end of primary (Pages 8-10)

Caring friendships

Curriculum content:	EC Scheme
1. How important friendships are in making us feel happy and secure, and how people choose and make friends.	1. Year 5 Spring 1 – Friendship (See info sheet) Year 2 Spring 1 – Making Friends Reception Spring 1 – Let's Be Friends
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	2. Year 5 Spring 1 – Friendship Year 5 Spring 1 – Feeling Left Out Year 4 Summer 2 – Positive Friendships Year 2 Spring 1 – Being a Good friend Year 2 Summer 2 – Feeling Lonely
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.	3 Year 4 Summer 2 – Positive Friendships (see info sheet) Year 4 Spring 1 – Online Relationships Year 2 Spring 1 – Being a Good Friend
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	4. Year 5 Spring 1 – Friendship Year 4 Summer 2 – Honesty and Trust Year 4 Summer 2 – Positive Friendships Year 2 Spring 1 – Being a Good Friend Reception Spring 1 – Let's Be Friends

Relationships education: content to be covered by the end of primary (Pages 8-10)

Caring friendships

Curriculum content:	EC Scheme
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	5. Year 6 Autumn 2 – Disagree Respectfully Year 4 Summer 2 – Positive Friendships Year 2 Spring 1 – Resolving Conflict
6. How to manage conflict, and that resorting to violence is never right.	6 Year 6 Autumn 2 – Disagree Respectfully Year 3 Summer 1 – Friendship Boundaries Year 3 Summer 1 – Managing Needs Year 2 Spring 1 – Resolving Conflict
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	7 Year 4 Summer 2 – Positive Friendships

Relationships education: content to be covered by the end of primary (Pages 8-10)

Respectful, kind relationships

Curriculum content:	EC Scheme
1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	1. Year 5 Autumn 1 – Asking for Help Year 3 Summer 1 – Friendship Boundaries Year 3 Summer 1 Lesson 4 - Managing Needs
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	2. Year 6 Summer 2 – Consent (Unwanted Contact) Year 6 Summer 2 – Sexual Harassment Year 3 Summer 1 – Friendship Boundaries Year 3 Summer 1 – Privacy and Boundaries Year 1 Summer 1 – My Body Belongs to Me
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	3. Year 6 Autumn 2 – Disagree Respectfully Year 3 Autumn 1 – Feelings and Me (Coping Strategies) Year 3 Summer 1 – Friendship Boundaries (Managing Conflict) Year 3 Summer 1 – Privacy and Boundaries (Needs / Boundaries) Year 3 Autumn 1 – Resilience and Self-Esteem Year 3 Summer 1 Lesson 4 - Managing Needs Year 2 Spring 1 – Resolving Conflict Reception Summer 1 - Resilience

Relationships education: content to be covered by the end of primary (Pages 8-10)

Respectful, kind relationships

Curriculum content:	EC Scheme
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.	4. Year 3 Summer 1 Lesson 4 - Managing Needs
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	5. Year 6 Spring 1 – Diversity in the UK Year 6 Spring 1 – Protected Characteristics Year 4 Spring 2 - Respecting Difference Year 3 Summer 1 – Respectful Behaviour Year 2 Spring 1 – Manners and Respect Year 1 Autumn 1 – What Is Respect? Reception Spring 2 – Celebrating Our Differences

Relationships education: content to be covered by the end of primary (Pages 8-10)

Respectful, kind relationships

Curriculum content:	EC Scheme
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. (Inference – setting boundaries, resolving conflict, asking for help, making friends and keeping them)	6. Year 5 Autumn 1 – Asking for Help Year 5 Spring 1 – Friendships Year 3 Summer 1 – Friendship Boundaries Year 2 Spring 1 – Resolving Conflict Year 2 Spring 1 – Making Friends Year 2 Spring 1 – Being a Good Friend Year 2 Spring 1 – Playing With Others Year 2 Spring 1 – Working With Others Reception Spring 1 – Let's Be Friends
6. The conventions of courtesy and manners.	7. Year 5 Spring 2 – Courtesy and Manners Year 3 Spring 1 - Manners and Politeness Year 2 Spring 1 – Manners and Respect Year 1 Autumn 2 – Polite Words Reception Summer 2 – Good Manners
7. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	8. Year 5 Summer 1 – Self Esteem Year 5 Spring 2 – Success and Achievement Year 3 Autumn 1 – Strengths and Interests Year 1 Autumn 1 – This Is Me (Identity) Reception Autumn 1 – All About Me

Relationships education: content to be covered by the end of primary (Pages 8-10)

Respectful, kind relationships

Curriculum content:	EC Scheme
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.	9. Year 6 Autumn 2 – Group Chats (Bullying) Year 6 Autumn 2 – Cyberbullying and Harassment Year 5 Spring 1 – Bullying and Hurtful Behaviour Year 4 Spring 2 – Preventing Bullying Year 4 Spring 2 – Hurtful Behaviour Year 3 Summer 1 – Bullying or Teasing Year 2 Summer 2 – Unkind Words Year 2 Summer 2 – Bullying Reception Summer 2 – Bullying
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	10. Year 6 Autumn 2 – Positive Male Role Models (Stereotypes) Year 5 Spring 2 – Careers and Stereotypes Year 4 Spring 2 – Prejudice and Discrimination Year 3 Autumn 2 – Stereotypes

Relationships education: content to be covered by the end of primary (Pages 8-10)

Respectful, kind relationships

Curriculum content:	EC Scheme
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	11. Year 5 Autumn 1 – Asking for Help Year 5 Summer 2 – Love and Abuse Year 5 Summer 2 – FGM Year 5 Summer 2 – Online Behaviour and Risks Year 4 Spring 1 – Harmful Content and Contact Year 4 Spring 1 – Secrets Year 2 Summer 2 – Secrets and Surprises Reception Summer 2 – Secrets (Good and Bad)

Relationships education: content to be covered by the end of primary (Pages 8-10)

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.

2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

EC Scheme

1. Year 6 Autumn 2 – Group Chats (Bullying)
   Year 6 Autumn 2 – Online Privacy and Data
   Year 6 Autumn 2 – Cyberbullying and Harassment
   Year 5 Autumn 1 – Digital Footprints
   Year 5 Spring 1 – Peer Pressure
   Year 4 Spring 1 – Communicating Online

2. Year 6 Autumn 2 – Positive Male Role Models (Stereotypes)
   Year 5 Autumn 2 – Online Gaming Danger
   Year 5 Autumn 1 – Fake News
   Year 5 Summer 2 – Online Behaviour and Risks
   Year 5 Summer 2 – Stranger Safety
   Year 4 Spring 1 – Harmful Content / Contact
   Year 3 Summer 2 – Why Is the News Important?
   Year 3 Summer 2 – E-Safety
   Year 2 Spring 2 – Online Information
   Year 2 Spring 2 – Online Safety
   Year 1 Spring 1 – Online Safety
   Reception Autumn 1 – Online Safety

Relationships education: content to be covered by the end of primary (Pages 8-10)

Online safety and awareness

Curriculum content:

3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.

4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

EC Scheme

3. Year 6 Autumn 2 – Group Chats (Bullying)
   Year 5 Autumn 1 – What Is Social Media?
   Year 4 Spring 1 – Age Restrictions
   Year 4 Spring 1 – Harmful Content and Contact

4. Year 6 Autumn 2 – Online Privacy and Data
   Year 6 Autumn 2 – Online Gaming Danger
   Year 5 Summer 2 – Online Behaviour and Risks
   Year 5 Autumn 1 – Digital Footprints
   Year 5 Autumn 1 – What Is Social Media?
   Year 3 Summer 2 – E-Safety
   Year 3 Summer 1 – Privacy and Boundaries
   Year 2 Spring 2 – Personal Data
   Year 2 Spring 2 – Online Safety
   Year 1 Spring 1 – Online Safety
   Reception Autumn 1 – Online Safety

Relationships education: content to be covered by the end of primary (Pages 8-10)

Online safety and awareness

Curriculum content:	EC Scheme
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.	5. Year 6 Autumn 2 – Online Privacy and Data Year 5 Autumn 1 – Digital Footprints Year 5 Autumn 1 – What Is Social Media?
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	6. Year 4 Spring 1 – Harmful Content / Contact

Relationships education: content to be covered by the end of primary (Pages 8-10)

Being Safe

Curriculum content:	EC Scheme
1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	1. Year 6 Summer 2 – Consent Year 6 Summer 2 – Sexual Harassment Year 3 Summer 1 – Friendship Boundaries Year 3 Summer 1 – Privacy and Boundaries Reception Spring 1 - Sharing and Taking Turns Reception Summer 1 – Personal Space and Boundaries
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	2. Year 4 Spring 1 – Secrets Year 3 Summer 1 – Seeking Permission Year 2 Summer 2 – Secrets and Surprises (Unsafe Touch) Year 2 Summer 1 – Brilliant Bodies (Swimwear Rule) Year 1 Summer 1 – All About Bodies (Private Body Parts) Year 1 Summer 1 – My Body Belongs to Me (Unwanted Touch) Reception Summer 1 – My Body (Private Body Parts)

Relationships education: content to be covered by the end of primary (Pages 8-10)

Being Safe

Curriculum content:	EC Scheme
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	3. Year 6 Summer 2 – Consent Year 6 Summer 2 – Sexual Harassment Year 3 Summer 1 – Seeking Permission (Unsafe Touch) Year 2 Summer 2 – Secrets and Surprises (Unsafe Touch) Year 2 Summer 1 – Brilliant Bodies (Swimwear Rule) Year 1 Summer 1 – All About Bodies (Private Body Parts) Year 1 Summer 1 – My Body Belongs to Me (Unwanted Touch) Reception Summer 1 – My Body (Private Body Parts)
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	4. Year 6 Summer 2 – Consent Year 5 Summer 2 – Online Behaviour and Risks Year 5 Summer 2 – Stranger Safety Year 5 Summer 2 – Positive Relationships (Child Abduction) Year 4 Spring 1 – Harmful Content and Contact Year 3 Summer 1 – Privacy and Boundaries Year 3 Summer 2 – Summer Safety (Child Abduction) Year 1 Summer 1 – My Body Belongs to Me (Unwanted Touch) Reception Summer 1 – Personal Space and Boundaries

Relationships education: content to be covered by the end of primary (Pages 8-10)

Being Safe

Curriculum content:	EC Scheme
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	5. Year 5 Summer 2 – Love and Abuse Year 5 Summer 2 – Online Behaviour and Risks Year 5 Summer 2 – FGM Year 5 Summer 2 – Positive Relationships
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	6. Year 5 Summer 2 – Love and Abuse Year 5 Summer 2 – Online Behaviour and Risks Year 5 Summer 2 – FGM Year 4 Spring 1 – Secrets Year 3 Summer 1 – Seeking Permission (Unsafe Touch) Year 2 Summer 1 – Brilliant Bodies (Swimwear Rule) Year 2 Summer 2 – Secrets and Surprised (Unsafe Touch) Year 1 Summer 1 – All About Bodies (Private Body Parts) Year 1 Summer 1 – My Body Belongs to Me (Unwanted Touch) Reception Summer 1 – My Body (Private Body Parts)

Relationships education: content to be covered by the end of primary (Pages 8-10)

Being Safe

Curriculum content:

7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

EC Scheme

7 Year 6 Spring 2 – Mental Health Symptoms
Year 6 Summer 1 – Transition to Secondary School
Year 5 Autumn 1 – Asking for Help

Curriculum Content - Health and wellbeing (Primary) Page 20

Curriculum content related to puberty and menstruation should be complemented by sensitive arrangements to help girls prepare for and manage menstruation, including with requests for period products. (Paragraph 39)	Our PSHE curriculum takes a progressive approach to teaching about puberty and menstruation across Years 4, 5 and 6. In line with DfE guidance, menstruation is first introduced in Year 4, recognising that some girls may begin their periods as early as age 8. Schools are encouraged to monitor the needs of their cohort and introduce the topic earlier - such as in Year 3 - if appropriate. While curriculum content focuses on helping pupils understand and manage physical changes, schools are also advised to ensure that practical arrangements are in place to support menstruating pupils, including access to period products and a safe, respectful environment.
Schools should use appropriate language such as period pads and menstrual products instead of sanitary items or feminine hygiene products. (Paragraph 39)	Our PSHE curriculum uses the terminology recommended by the Department for Education, including period pads and period products, across all relevant lesson plans and written materials. While the use of alternative terms - such as sanitary towels—is discouraged, these terms do commonly appear in everyday settings. For that reason, it may be helpful for pupils to recognise them, even if they are not promoted in teaching.
The Department for Education's Period Products Scheme is available for state-funded primary schools, secondary schools, and colleges in England. (Paragraph 39)	Teachers are supported in helping pupils understand these variations while modelling the preferred terminology where appropriate. Schools are also reminded that free menstrual products are available through the Department for Education's Period Products Scheme.

Primary health and wellbeing: content to be covered by the end of primary

General wellbeing

Curriculum content:	EC Scheme
1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	1, Year 5 Autumn 2 – Being Healthy – Exercise Year 5 Autumn 2 – Healthy Habits Year 5 Autumn 2 – What Is Mental Health? Year 3 Summer 2 – Community Responsibilities Year 3 Autumn 1 – Exercise and Wellbeing Year 3 Autumn 1 – Feelings and Me (Coping Strategies) Year 2 Autumn 2 – Healthy Habits Year 1 Spring 2 – Keeping Fit and Healthy Reception Autumn 2 – Healthy Bodies
2. The importance of promoting general wellbeing and physical health.	2. Year 5 Autumn 2 – Physical Health Year 4 Autumn 2 – Healthy Lifestyles Year 4 Autumn 2 – Staying Healthy Year 3 Autumn 1 – Exercise and Wellbeing Year 2 Autumn 2 – Healthy Habits Year 1 Spring 2 – Keeping Fit and Healthy

Primary health and wellbeing: content to be covered by the end of primary

General wellbeing

Curriculum content:	EC Scheme
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	3, Year 6 Spring 2 – Hormones and Emotions Year 5 Summer 1 – Understanding Emotions Year 5 Summer 1 – Feelings and Emotions (Vocabulary) Year 5 Autumn 2 – What Is Mental Health? (See info sheet) Year 4 Summer 1 – Changing Emotions Year 3 Autumn 1 – Feelings and Me Year 2 Autumn 2 – All About Feelings Year 2 Autumn 2 – Big Feelings Year 1 Autumn 1 – What Are Feelings? Reception Summer 1 – Feelings Reception Summer 2 – Calming Down
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	4. Year 5 Summer 1 – Feelings and Emotions (Vocabulary) Year 3 Autumn 1 – Feelings and Me Year 2 Autumn 2 – All About Feelings Year 1 Autumn 1 – What Are Feelings? Reception Summer 1 – Feelings

Primary health and wellbeing: content to be covered by the end of primary

General wellbeing

Curriculum content:	EC Scheme
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	5. Year 6 Spring 2 – Mental Health Symptoms Year 5 Autumn 2 – What Is Mental Health? Year 3 Autumn 1 – Feelings and Me Year 2 Autumn 2 – All About Feelings
6. That isolation and loneliness can affect children, and the benefits of seeking support.	6, Year 5 Spring 1 – Feeling Left Out Year 2 Summer 2 – Feeling Lonely
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	7. Year 6 Autumn 2 – Group Chats (Bullying) Year 6 Autumn 2 – Cyberbullying and Harassment Year 5 Spring 1 – Bullying and Hurtful Behaviour Year 4 Spring 2 – Preventing Bullying Year 4 Spring 2 – Hurtful Behaviour Year 3 Summer 1 – Bullying or Teasing Year 2 Summer 2 – Unkind Words Year 2 Summer 2 – Bullying Reception Summer 2 – Bullying

Primary health and wellbeing: content to be covered by the end of primary

General wellbeing

Curriculum content:	EC Scheme
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.	8. Year 6 Summer 1 – Grief, Change and Loss Year 3 Autumn 1 – Grief and Loss Year 2 Autumn 2 – Big Feelings Year 1 Autumn 1 – Feelings and Loss
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	9. Year 6 Spring 2 – Mental Health Symptoms Year 6 Autumn 2 – Cyberbullying and Harassment Year 6 Spring 2 – Transition to Secondary School Year 5 Autumn 2 - What Is Mental Health? Year 3 Autumn 1 – Exercise and Wellbeing
10. That it is common to experience mental health problems, and early support can help.	10. Year 6 Spring 2 – Mental Health Symptoms Year 5 Autumn 2 - What Is Mental Health?

Primary health and wellbeing: content to be covered by the end of primary

Wellbeing online

Curriculum content:	EC Scheme
1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.	1, Year 5 Autumn 1 – What Is Social Media? Year 5 Autumn 1 – Asking for Help Year 4 Spring 1 – Internet and Screen Time Year 2 Spring 2 – What Is the Internet? Year 1 Spring 1 – Online World
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.	2. Year 5 Autumn 1 – What Is Social Media? Year 4 Spring 1 – Online Relationships Year 2 Spring 2 – What Is the Internet?
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	3. Year 6 Autumn 2 – Cyberbullying and Harassment Year 4 Spring 1 – Internet and Screen Time Year 4 Summer 1 – Sleep Hygiene Year 4 Spring 1 – Harmful Content / Contact Year 1 Spring 1 – Online World (Screen Time) Reception Autumn 1 – Sensible Amounts of Screen Time

Primary health and wellbeing: content to be covered by the end of primary

Wellbeing online

Curriculum content:	EC Scheme
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	4, Year 6 Autumn 2 – Group Chats (Bullying) Year 6 Autumn 2 – Cyberbullying and Harassment Year 5 Spring 1 – Behaviour and Respect Year 4 Spring 1 – Communicating Online
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.	5. Year 6 Autumn 2 – Group Chats (Bullying) Year 5 Autumn 1 – What Is Social Media? Year 4 Spring 1 - Age Restrictions Year 4 Autumn 1 – Gambling and Risk Year 4 Spring 1 – Harmful Content / Contact (Age Restrictions) Year 3 Summer 2 – Age-Appropriate Content Year 1 Autumn 1 – Staying Safe (Videogames)
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	6. Year 6 Autumn 2 – Online Gaming Danger Year 6 Autumn 1 – Habits and Addiction Year 4 Autumn 1 – Gambling and Risk
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.	7. Year 6 Autumn 2 – Positive Male Role Models Year 5 Autumn 1 – Fake News Year 5 Autumn 1 – What Is Social Media Year 4 Spring 1 - Age Restrictions Year 3 Summer 2 – Age-Appropriate Content

Primary health and wellbeing: content to be covered by the end of primary

Wellbeing online

Curriculum content:	EC Scheme
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.	8, Year 6 Autumn 2 – Group Chats (Bullying) Year 6 Autumn 2 – Cyberbullying and Harassment Year 5 Spring 1 – Behaviour and Respect Year 4 Spring 1 – Communicating Online
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.	9. Year 4 Autumn 1 – What Is Advertising (Sponsored Ads) Year 3 Summer 2 – E-Safety Year 3 Summer 2 – Why Is the News Important? Year 2 Spring 2 – Online Information
10. That they have rights in relation to sharing personal data, privacy and consent.	10. Year 6 Autumn 1 – Group Chats (GDPR) Year 5 Autumn 1 – What Is Social Media? (COPPA/GDPR)
11. Where and how to report concerns and get support with issues online.	11. Year 6 Autumn 2 – Cyberbullying and Harassment Year 4 Spring 1 – Harmful Content / Contact

Primary health and wellbeing: content to be covered by the end of primary

Physical health and fitness

Curriculum content:	EC Scheme
1. The characteristics and mental and physical benefits of an active lifestyle.	1, Year 5 Autumn 2 – Healthy Habits Year 5 Autumn 2 – Being Healthy - Exercise Year 3 Autumn 1 – Exercise and Wellbeing Year 2 Autumn 2 – Healthy Habits Year 1 Spring 2 – Fit and Healthy Bodies Reception Autumn 2 – Healthy Bodies
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.	2. Year 5 Autumn 2 – Being Healthy – Exercise Year 3 Autumn 1 – Exercise and Wellbeing Year 1 Spring 2 – Fit and Healthy Bodies
3. The risks associated with an inactive lifestyle, including obesity.	3. Year 5 Autumn 2 – Being Healthy – Exercise Year 5 Autumn 2 – Being Healthy – Diet Year 4 Autumn 2 – Healthy Lifestyles Year 3 Spring 2 – What Is a Habit? Year 3 Spring 2 – Healthy Choices
4. How and when to seek support including which adults to speak to in school if they are worried about their health.	4. Year 5 Autumn 2 – Physical Health Year 4 Autumn 2 – Staying Healthy

Primary health and wellbeing: content to be covered by the end of primary

Healthy eating

Curriculum content:	EC Scheme
1. What constitutes a healthy diet (including understanding calories and other nutritional content).	1. Year 5 Autumn 2 – Being Healthy – Diet Year 5 Autumn 2 – Healthy Habits Year 4 Autumn 2 – Healthy Lifestyles Year 3 Autumn 2 – Healthy Eating Year 1 Spring 2 – Healthy Food Year 1 Spring 2 – Eating Well Reception Autumn 2 – Healthy Food
2. Understanding the importance of a healthy relationship with food.	2. Year 3 Autumn 2 – Healthy Eating

Primary health and wellbeing: content to be covered by the end of primary

Healthy eating

Curriculum content:	EC Scheme
3. The principles of planning and preparing a range of healthy meals.	3. Year 5 Autumn 2 – Being Healthy – Diet Year 3 Autumn 2 – Healthy Eating Year 1 Spring 2 – Healthy Food Year 1 Spring 2 – Eating Well
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	4. Year 6 Autumn 1 – What Is Alcohol? Year 5 Autumn 2 – Being Healthy – Diet Year 5 Autumn 2 – Healthy Habits Year 4 Autumn 2 – Healthy Lifestyles Year 4 – Dental Hygiene Year 3 Autumn 2 – Healthy Eating Year 2 Autumn 2 – Healthy Habits

Primary health and wellbeing: content to be covered by the end of primary

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

EC Scheme

1. Year 6 Autumn 1 – Medicine and Product Safety
   Year 6 Autumn 1 – Habits and Addiction
   Year 6 Autumn 1 – Caffeine and Energy Drinks
   Year 6 Autumn 1 – What Is Alcohol?
   Year 6 Autumn 1 - Drugs
   Year 6 Autumn 1 – Vaping Danger
   Year 5 Autumn 2 – Healthy Habits
   Year 4 Autumn 2 – Drugs and Medicines

Primary health and wellbeing: content to be covered by the end of primary

Health protection and prevention

Curriculum content:	EC Scheme
1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	1. Year 5 Autumn 2 – Physical Health Year 5 Autumn 2 – Germs, Bacteria and Viruses Year 4 Autumn 2 - Staying Healthy Year 4 Autumn 2 – Germs and Illness
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	2. Year 6 Summer 1 – Sun Safety Year 4 Summer 2 – Summer Safety Year 1 Spring 2 – Fun In the Sun Reception Autumn 2 – Sun Safety
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.	3. Year 4 Summer 1 – Sleep Hygiene Year 2 Autumn 2 – Sleep Routines
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.	4. Year 5 Autumn 2 – Healthy Habits Year 4 Summer 1 – Dental Hygiene Year 2 Autumn 2 – All About Teeth Year 1 Spring 2 – Healthy Teeth Reception Autumn 2 – Healthy Teeth

Primary health and wellbeing: content to be covered by the end of primary

Health protection and prevention

Curriculum content:	EC Scheme
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	5 Year 5 Autumn 2 – Germs, Bacteria and Viruses Year 4 Autumn 2 – Germs and Illness Year 4 Summer 1 – Personal Hygiene Year 2 Autumn 2 – Healthy Habits Year 1 Spring 2 – Keeping Clean Reception Autumn 2 – Handwashing and Germs Reception Autumn 2 – Hygiene and Self-Care
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	6. Year 4 Autumn 2 – Vaccination (Autumn term coincides with flu jab timing) Year 3 Spring 1 – Role Models (Jonas Salk/Polio) Year 2 Autumn 2 - Medicines

Primary health and wellbeing: content to be covered by the end of primary

Personal safety

Curriculum content:	EC Scheme
1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	1. Year 6 Summer 1 – Personal Safety and Hazards Year 5 Spring 1 – Dares and Challenges Year 3 Spring 2 – Personal Safety and Risk Year 3 Spring 2 – Fire Safety Year 2 Summer 1 – Safety and Risk Year 2 Summer 1 – Safety at Home Year 1 Autumn 1 - Staying Safe
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	2. Year 6 Summer 1 – Personal Safety and Hazards Year 3 Spring 2 – Personal Safety and Risk Year 3 Summer 2 – Water Safety Code Year 2 Summer 1 – Road Safety Year 1 Autumn 1 - Staying Safe Reception Autumn 1 – Being a Safe Pedestrian

Primary health and wellbeing: content to be covered by the end of primary

Basic first aid

Curriculum content:	EC Scheme
1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	1. Year 6 Summer 1 – First Aid 5 – Life Support Year 2 Summer 1 – Accidents and Emergencies
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	2. Year 6 Summer 1 – First Aid 5 – Life Support Year 6 Summer 1 – First Aid 4 – Common Injuries Year 4 Summer 2 – First Aid 3 – Asthma Year 4 Autumn 2 – First Aid 2 – Allergies Year 3 Spring 2 – First Aid 1 – Burns and Scalds

Primary health and wellbeing: content to be covered by the end of primary

Developing bodies

Curriculum content:	EC Scheme
1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.	1. Year 6 Spring 2 – Puberty and Our Genes Year 6 Spring 2 – Boys' Puberty Year 6 Spring 2 – Girls' Puberty (Periods and the Human Lifecycle) Year 5 Summer 1 – Boys' Puberty Year 5 Summer 1 – Girls' Puberty Year 4 Summer 1 – Personal Hygiene Year 4 Summer 1 – Growing-up Girls Year 4 Summer 1 – Growing-up Boys Year 2 Summer 1 – The Human Lifecycle Year 1 Autumn 1 – How We Grow
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.	2. Year 4 Summer 1 – Growing-up Girls (Body Parts) Year 4 Summer 1 – Growing-up Boys (Body Parts) Year 3 Summer 1 – Seeking Permission (Private Parts) Year 2 Summer 1 – Brilliant Bodies Year 1 Summer 1 – All About Bodies Year 1 Summer 1 – My Body Belongs to Me Reception Summer 1 – My Body

Primary health and wellbeing: content to be covered by the end of primary

Developing bodies

Curriculum content:

3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

EC Scheme

3. Year 6 Spring 2 – Girls' Puberty (Periods and the Human Lifecycle)
   Year 5 Summer 1 – Girls' Puberty
   Year 4 Summer 1 – Growing-up Girls